CCSS for School Leaders January 18,19,20

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What I bring to the NJDOE

Knowledge of curriculum, assessment, instruction

and

the strategies needed for getting these resources to those who want them and can best improve them

Curriculum & Assessment Foundation

- **Teacher:** Should I alone decide what students need to learn in Chemistry, Biology, Health?
- **Principal:** PLCs using common assessments to share and learn from each other was the most powerful tool for improving student achievement.
- **District Leader:** District curriculum with assessments can help to drive improved student achievement.
- **State Leader:** How can the DOE best support districts and schools to implement CCSS and improve student achievement?

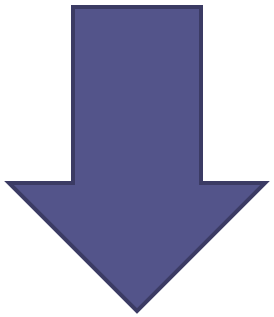
CCSS: The Quiet Revolution

- Fewer, clearer and higher standards
- 46 states and DC
- Internationally benchmarked
- PARCC : 23 states & DC

The CCSS Difference Grade 7 ELA

Before: NJCCCS (2004)

- Produce written work and oral work that demonstrate comprehension of informational materials.



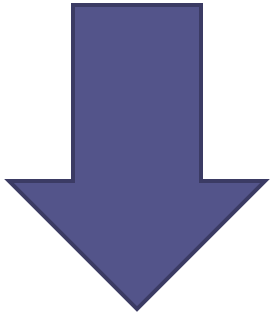
After: CCSS (2010)

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

The CCSS Difference Grade 8 Math

Before: NJCCCS (2004)

- Understand and apply the Pythagorean Theorem.



After: CCSS (2010)

- Explain a proof of the Pythagorean Theorem and its converse.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Why should the NJDOE develop a "Model" Curriculum

- Models can effectively inform curriculum development : 2012 K-5 & H.S. Math, K-12 Reading/Language Arts
- Leverage state and nation-wide expertise
- Commonness
- Continuous improvement

Model Curriculum 1.0

- CCSS aligned unit learning objectives (SLOs)
- Scaffolded SLOs
- Quality 6-week unit assessments (UDL)

- Model Curriculum 1.0
- Model Curriculum 2.0

	What Students need to Learn	**HOW/Teaching Strategies**		**PROCESS for Assessing "the what"**
Standard	Student Learning Objectives	Model Lessons/Instructional Strategies	Formative Assessments	Summative/Formative
CCSS Std. 1	#1 – #2 –	Model Lessons Model Performance Tasks Engaging Instructional Strategies	Effective Checks for Understanding Model Formative Assessments	Unit Assessment SLOs 1-5
CCSS Std. 2	#3 – #4 – #5 –			
GENERAL BANK Of ASSESSMENT ITEMS 1.0				
GENERAL BANK Of ASSESSMENT ITEMS 2.0				

Model Curriculum 2.0: IIS Leveraging Technology

- CCSS aligned unit-based SLOs
- Quality 6-week unit assessments
- Model Lessons by SLO
- Model formative assessments
- Instructional resource rating system
- School, Classroom, Student level assessment reports by SLO
- Item bank
- Professional Development: Content & Instructional/Assessment support

ELA/Literacy: 3 shifts

1. Regular practice with **complex text** and its **academic vocabulary**
2. **Building knowledge** through **content-rich nonfiction** and informational text
3. Reading and writing grounded in **evidence from text**

Note: Beyond ELA

Text-Dependent or Not

- The novel *Sarah Plain and Tall* is a great book to illustrate what things were like in the past. There is also a movie based on the novel (created by Hallmark) which makes a good visual. If you like centers, you could put out a very simple pattern like an apron, or place mat and have the students trace, cut out and then sew (by hand) the item. Use fabric scraps and a needle and thread. My students said overwhelmingly "I can't imagine sewing all of my clothes like that!" I also have a wheat grinder, which the kids use to grind wheat into flour. We then use it to make scones from scratch later on. We made butter to go on the scones by putting cream and salt into a jar and shaking it for a very long time.

Text-Dependent or Not

- Make bread
- Sew a quilt
- Write letters about themselves and their qualities
- Make a fold out of the prairie flowers and grasses and birds of the prairie
- Write a step poem about prairie

Mathematics: 3 shifts

1. **Focus:** Focus strongly where the standards focus.
2. **Coherence**: **Think** across grades, and **link** to major topics
3. **Rigor:** Require **fluency, application**, and **deep understanding**

Priorities in Mathematics

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Key Fluencies

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2×2 systems by inspection

Continued Learning & Support

- On-going release of unit SLOs for comment
- Release Unit 1 SLOs and Assessment ASAP
- Professional Development: On-going by unit and content area
- Release of assessment items

Four Levers of Change and Delivery

- Academics: What do students need to learn?
- Talent: How is that learning best delivered?
- Performance: How are we doing?
- Innovation: How can we continue to improve?
- RACs: “Boots on the ground”

It is a moral imperative that we work together to prepare every child for college and career.

What you can expect of me…

- Willingness to listen, learn & reflect
- Quiet determination
- Persistence
- Resilience

"Be the change you wish to see in the world"

Ghandi